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ABSTRACT

This guide to zero base budgeting (ZBB) offers information intended to be useful to those implementing this system in schools. Beginning with an explanation of zero base budgeting, the paper then enumerates the advantages of such a system. Zero base budgeting design is then explained as well as the assumptions that underlie the system. Suggested time lines for budget preparation and presentation are then enumerated. Appropriate forms are suggested and described, and copies of several of these forms are included in the appendix. The author defines and recommends the new object and function codes, and the appendix lists all codes. (JM)

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Program Page No. 65

EA 012 551

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INSTRUCTION MANUAL

ZBB

ZERO BASE BUDGETING

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INSTRUCTION MANUAL

ZBB - ZERO BASE BUDGETING

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A. INTRODUCTION TO ZERO BASE BUDGETING

Zero Base Budgeting is not new. As early as 1964, the United States Department of Agriculture attempted the use of Zero Base Budgeting. This effort has been reported in most of the literature as a failure. In a literal sense, zero base, in the early experiments and literature, referred to building a budget without any references to what had gone before, based on a fundamental reappraisal of purposes, methods, and resources.

These early versions were widely condemned as unworkable. No ongoing organization was able or willing to go through a complete reexamination of every facet of its purposes, methods and resources on an annual basis. Harry Hartley, former Vice-President for Finance and Administration at the University of Connecticut suggests school systems use 80%, not zero for zero base budgeting. The 80% level, as suggested by Hartley, is practical since Boards of Education have in most cases adopted goals and objectives that identify ongoing programs that must be funded at some minimum level in order to accomplish some degree of success in carrying out the activities necessary to meet their goals and objectives.

As a planning tool, ZBB can win support for spending as it explains the different levels of service to students that can be provided with various funding levels. As applied to public budgeting, zero base budgeting is simply a systematic application of marginal analysis techniques as applied to budget formulation. The effect on services of various spending levels is predicted prior to the adoption of a spending plan. Managers have the necessary data at their disposal to make rational decisions when they prioritize programs and/or levels of program operation.

ZBB has evoked as a workable budget tool within the present decade. Peter Pyhrr, who was manager of staff control at Texas Instruments, developed the first successful application of ZBB in industry. Soon after his successful application, he wrote a book on the subject. Jimmie Carter, then Governor of Georgia, read this book and instituted ZBB in Georgia. Since these early experiments and throughout the mid-seventies there have been many successful applications in private industry; federal, local, and state governments. When Carter was elected president, he ordered through his Office of Management and Budget all agencies prepare ZBB type budgets. The jury is still out with respect to the Federal governments success in this endeavor. Some of the growing popularity of ZBB may be attributed to the widespread publicity given to it by Carter. However, it would be a mistake to write off the ZBB System as political rhetoric or the main reason for ZBB adoption in government as the bandwagon syndrome. The Vernon Public Schools, along with many other public agencies, believe that ZBB has many intrinsic features that will uniquely meet a special need for better budget procedures that are a direct result of local government fiscal problems and declining school enrollments.

B. OBJECTIVES OF ZBB (ZERO BASED BUDGETING)

The decision to implement ZBB at this time has to be considered in light of the current political climate throughout the country. Education is no longer in an expansion cycle. Declining enrollment combined with the ever increasing local property tax have served to severely curtail increases in educational spending. Fiscal conservativism has been growing through the country since the California approval of Proposition 13 which placed sever restraints on state and local government taxing capabilities.

Because of the above factors, ZBB is a logical budgeting technique in the present atmosphere of financial retrenchment.

The specific objectives for the adoption of ZBB are as follows:

1. Enable managers to reduce budgets rationally.

   a. The program effects of reduced levels of spending will be spelled out before budget adoption by the program managers.

   b. Management can then make rational decisions with respect to the effects of fewer dollars on program offerings.

2. Reallocate resources from lower to higher priorities.

   a. ZBB offers an effective mechanism to rank programs both as to the level of service offered within each program and overall program priorities.

3. Involve program managers.

   a. The ZBB mechanism gives program managers a major role in determining the effects on their programs as a result of various funding levels. Levels can be lower than the present, same or higher.

4. ZBB offers a better link between budgeting and operational planning.

   a. Since budgeting and planning are prerequisites to implementing or carrying on a program, ZBB provides an effective device in tying the two areas together. Previously, program plans were made without consideration of budget impact and budgets were set without considering program offerings.

5. Organizational development

   a. ZBB can help achieve many organizational objectives. An example of some of these could include closer relationship and understanding by program managers of the interrelationship of programs and budgets, greater sense of participation from administrators to and including teachers, etc.

6. ZBB, by its structure, will yield better and more useful information for fiscal authorities.

   a. ZBB, through the development of decision packages, forces program managers to look at:

      1. Consequences of reduced spending for a program.
      2. Benefits of increased spending for a program.
      3. Effect of no substantial changes in program expenditures.
      4. Alternative methods considered for meeting program objectives.
      5. Program descriptions including activities necessary to meet explicit goals and objectives.
      6. Objective measurements of the degree of success or failure of a program.

C. ZERO BASE BUDGETING DESIGN

1. Design considerations -

   In designing a ZBB system the following factors should be taken into consideration:

   a. The ultimate consumers of the budget data: both employees and elected officials review budgets. The needs of each group with respect to the data generated are considered in designing our ZBB procedures.

   b. Purposes - The objectives of ZBB, although in many instances the same as for our PPBS (Program, Planning, Budgeting Systems), are uniquely suitable to the political climate of retrenchment in governmental spending.

   c. Organizational resources to compile this type of budget are minimal. However, an operational data processing department will provide speedy and accurate generation of the necessary budget documents.

2. ZBB Technology

   a. Definitions of ZBB Terms

      1. Budget Units - A budget unit consists of a discrete area of identifiable common activities which serve to provide services of students that help meet the goals of the organization. A program structure such as PPBS could be used to identify budget units (Appendix A contains a sample listing of Budget Units (Programs)

2. Decision Packages - A decision package is basically a statement of goals and objectives that has predicted outcomes related to specific levels of funding. A sample Decision Package Program Statement form is found in Appendix B. A Decision Package Level Analysis is found in Appendix C. Key items found in the Decision Package Program Statements and Level Analysis are:

   a. Title of Package.

   b. Program Description - Contents, sub-divisions, employees and target group of students.

   c. Goals and Objectives - Explicit purposes of program.

   d. Evaluation Criteria - Appropriate units of measurement to determine success of program.

   e. Legal basis - Cite statutes and/or State Regulations affecting your program.

   f. Alternative methods of meeting goals and objectives which were considered and discarded.

   g. Critical operational links with other programs. Interdependent programs must be identified so that the overall impact of budget revisions is considered whenever any changes are made.

   h. Alternative Funding Levels - Impact of several levels of spending and their effects on service levels is examined.

   i. Explanation of benefits of increased spending and/or consequences of reduced spending.

   j. Resources Required - Broken down by levels, budget dollars, employees, object categories, and cumulative from Level 1 to Level 3.

3. Service Levels - Service levels are characterized by:

   a. Discrete increments of effort.

   b. Resources (inputs) and results (outputs).

c. First Service Level - Highest Priority Items - most critical need. Can be established in education anywhere between current level and 80% of current level (Harry J. Hartley, Univ. of Conn.).

d. Decision variables - both quantity and quality dimensions.

4. Ranking - A systematic prioritization of all programs within the organization by service level. Appendix D is an illustration of a ranking system prepared for use by a Superintendent. Program Managers can apply the same system to sub-programs and various sub-divisions of their own programs.

b. Service Levels

1. The term service level will be used synonymously with expenditure level. It is assumed that as the funds are increased or decreased with respect to programs, services are directly affected.

2. Definition of Service Levels

a. Level 1 - HIGH PRIORITY LEVEL - Include mandatory or essential items absolutely necessary to operate the program. Program goals may not be met because of inadequate funding. The decision package level analysis should state this. Legal mandates of state and/or federal statutes may not be met and again this must be stated in the decision package level analysis.

Though it is arbitrary, this level will be defined as -10% below the same level of spending. Same level will be explained in the next section.

b. Level 2 - SAME LEVEL OF SERVICE AS CURRENT - This is a difficult level to define as certain critical adjustments must be made to current expenditure levels in order to keep "Same" levels of service. The adjustments are as follows:

*Enrollment Effect - With declining enrollment, same level of service to pupils can mean substantial cuts in your expenditure levels with no reduction of services to pupils.

Example - Assume a Science Dept. with 10 teachers during 1978-79 serving a total of 200 pupils. If the enrollment for 1979-80 drops to 180, the same level of service can be offered to pupils with only 9 teachers.

Pupils		Teachers		
200	-	10	=	20 - 1
180	-	9	=	20 - 1

*Contractual Agreements - "Same" level of service must be adjusted by:

-Contractual Agreements for Employees Salaries and Fringe Benefits

-Sums set aside in a budget for unresolved negotiations at budget preparation time.

-Utility and Fuel cost projections (controlled by other levels of government).

-Other Contractual Obligations - Examples - Transportation contract, computer lease, film lease - purchase agreements, etc.

*Inflation - For affected items we recommend the use of a predetermined inflation factor for the budget. However, please be careful in the arbitrary addition of this factor to every item in your budget. With declining enrollment, the basic supplies, books, etc. to which you may add the factor will be decreasing. For example, if we see this type of budget preparation, under the "Same" service level using a 7% inflation factor, cuts will be made.

	1978-79	1979-80	
No. of Pupils Served	150	130	
Supplies	1,000	1,070	
A-V Supplies	200	214	
Field Trips	200	214	
Books	500	535	
Total	1,900	2,033	+ 7.0%
Per Pupil Cost	12.66	15.64	+23.5%

* Following is another example of a "Same" level budget (Level 2) which includes the effect of enrollment changes, contractual agreements, and inflation.

	1978-79	Per Pupil Cost	1979-80	Per Pupil Cost
No. of Pupils Served	200		180	
Budget				
Salaries[1]	100,000	500.00	95,850	532.50
Field Trips[3]	200	1.00	280	1.56
Teaching Supp.[2]	500	2.50	482	2.68
A-V Supp.[2]	200	1.00	193	1.07
Equip. - New[2&4]	150	.75		- .75
Equip. - Rep'l.[2]	-	-	180	+ 1.00
Total	101,050	505.25	96,985	538.06

Above assumes no reallocation of Resources for 1979-80.

1 Salary Contract Changes - Assume 10 teachers 1978-79 (20 to 1 Pupil Teacher Ratio). With drop in enrollment to 180, will need only 9 teachers to provide identical level of service (20 to 1). Salary Projection - For .9 teachers with 6½% Contractual Increase 90,000 x 106.5% = 95,850.

2 1979-80 Budget - No reallocation among budget items -Inflation + Decline in enrollment. Example: Teaching Supplies - 2.50 per pupil + 7% = 2.68 per pupil x 180 pupils = 482.00

3 Contractual Change - Bus Contract - 1978-79 - 200 pupils-4 Busses, 1 Trip - 4 Buses @ 50.00 per bus = $200.00. 1979-80 - 180 Pupils - 4 Buses - 1 Trip - 4 Buses @ $70.00 per bus = $280.

4 Equipment Requests, both replacement and new, must be accompanies by specific rationale on the need for the specific items in your programs. Please see the section entitled "Equipment" under "General Procedures" for a full explanation of supportive information for equipment needs.

As you can readily see by the previous example, same level of service does not necessarily mean the same level of expenditures as current. Per pupil cost went up 6.5% under the "Same Level" (Level 2) while actual expenses went down $4,065 or 4%.

c. Level 3 - OPTIMUM SERVICE LEVEL - In preparing your budget requests, we recommend that the "Same" level of service budget be prepared first. Both the optimum and minimum (high priority level) cannot be prepared properly unless the current level of services and expenditures is projected into the next fiscal year.

- In the optimum level budget, you are given the opportunity to improve your program over the "Same" level up to a limit of a fixed percentage over the projected "Same" level.

- Example - Using the previous budget figures as calculated under "Same" or "Level 2" which equalled $96,985, total budget requests would be honored up to $104,744. If the Board of Education has approved an optimum program in excess of "Same" plus 8%, please indicate this on your Level 3 Analysis - Decision Package.

c. Salaries - (Example of how to reflect in appropriate program in budget)

1. Elementary Teachers -

a. The salaries for elementary teachers for the fiscal year's budget under preparation should be presented to the program managers no later than November 1st. They will be prepared by the Business Office and will reflect reductions in staff as a result of enrollment decreases.

b. The distribution of Kindergarten and Grades 1 - 5 teacher's time between programs will be as follows:

Program	Kindergarten	Grades 1-5
Language Arts (Reading)	50%	42%
Language Arts (English)	--	23%
Math	20%	18%
Science	15%	7%
Social Studies	15%	10%
Total	100%	100%

2. All Other Teachers -

a. Middle School (or Junior High School) and High School teachers' salaries should be presented to program managers on the basis of the program to which each teacher is assigned.

b. Specialists and Special Education teachers should be designated by school and program except for personnel presently carried under the Central Administration cost center.

D. ASSUMPTIONS

1. Enrollment -

All program managers should be furnished copies of forecasts for budget planning purposes.

2. Priority Programs and Zero Base Budgeting

It is distressing to note on a national basis that less money for supplies, books, equipment, etc., will be expended in 1978-79 than in 1977-78. Minimal budget increases or even budget reductions should be anticipated in the near future. It is becoming increasingly evident that funding will no longer be available to fully finance all of our programs.

Allocation of scarce dollars to all programs has been a problem and will increase in future years. Cuts made to budgets make it extremely difficult to fund all activities without crippling any program. Zero Base Budgeting (ZBB) is a technique which is particularly useful in the allocation of scarce dollars.

The older systems of budget development and analysis did not fulfill the need for an adequate approach to resource allocation among various educational programs. Specifically, some of the failures of the old systems are:

a. Overcentralization of the detailed budget decisions especially when budget cuts must be made with very short notice.

b. Emphasis, at the time of budget submission, seems to be solely upon program expansion. The question of the appropriateness of the existing program is not examined.

c. Budgetary information furnished by program coordinators relates generally only to each line item change. Overall program needs are rarely examined.

d. Alternative approaches to accomplishment of program goals are rarely examined or even thought of. A "take it or leave it" approach in a period of lower budgets and declining enrollment can be dangerous. Like any commodity, program coordinators must be able to sell their programs to decision makers in order to accrue sufficient funds to maintain their existance.

Zero Base Budgeting (ZBB) can help us in all of the above areas. Instead of only looking at the increase in requests from one year to the next, each program must be examined from ground zero. The Central Administration feels that ZBB is the best tool to accomplish the reallocation of resources among programs on the basis of a realistic assessment of the impact of such redirection.

There appears to be a natural tie-in between ZBB and PPBS. The concepts are the same with ZBB representing new areas of refinement in budget building.

E. SUGGESTED TIME LINES FOR BUDGET PREPARATION AND PRESENTATION

Code: For Responsibility Column
PM = Program Manager, AA = Administrative Assistant,
S = Superintendent, B = Board and/or Board Committee,
DP = Data Processing, TC = Town Council, TM = Town Meeting

	Activity	Resp.	Time Table
1.	Prepare ZBB Forms	AA	Wk 9/25/78
	Write Up ZBB Manual	AA	Wk 9/25/78
	Identify Decision Units	S	Wk 9/25/78
	Identify Levels of Expenditures	S	Wk 9/25/78
2.	Discuss ZBB with Principals and Supervisors	S	Wk 9/25/78
	A Training ZBB Concepts, Etc.	S	Wk 10/16, 10/23
3.	Bid Optical Scan Forms For ZBB	AA	Wk 10/2
4.	Establish Deadlines for Budget - Return of Decision Packages - Op Scan Forms	S, AA	Wk. 10/2
5.	Print Up ZBB Manual - Budget Instructions - Deadlines	Staff	Wk. 10/16

	Activity	Resp.	Time Table
6.	Presentation of ZBB to Board for Approval	S	Wk 10/16
7.	Salaries to Program Coordinator for use with Decision Package plus Op Scan Sheets	Staff & DP	Wk 11/6
8.	Optical Scan Sheets for Budget Amounts, Budget Back-Up Forms plus ZBB Decision Pkgs Due	Staff	Wk 12/4
9.	Ranking Process Completed Plus Budget Adjustments Plus and Minus	S	Wk 12/29
10.	Final Computer Run - Supt's Budget	DP	Wk 1/5/79
11.	Presentation to Board of Supt's Budget	S	1/22/79
12.	Board of Education Approved Budget to Town Council	B	3/23/79
13.	Town Budget to Town Meeting	TC	5/15/79

F. SUGGESTED FORMS

1. Basic Request Form:

This form will be used by the consumer of the resources used in the school system. In most cases, the classroom teachers should fill in this form which will allow them the opportunity to present their requests to both the school principal and the program managers. Note that requests should be prioritized as closely as possible to the requested budget submission levels. This prioritization will allow rational budget decisions if and when budget amounts are lowered allowing purchase of high priority items only. A copy of the new Basic Request Form will be found in Appendix E.

2. Building Programs - Summary By Grade or Program:

The above form provides a summary sheet for teacher's basic request forms. This sheet will allow, on the elementary level, a grade/program analysis of individual teacher's prioritized budget request. At the secondary level this form can be used to analyze program requests by teachers assigned to each program. See Appendix F for a sample of this form.

3. Program Change Proposal:

If through previous Board approval or a pending presentation to the Board of a program expansion that will cost more than Level 3 (Optimum Service Level), please prepare a Program Change Proposal (sample found in Appendix G). This form provides insight into the effect on pupils of increased resources in terms of expected improvements as a result of the proposed change and a three year forecast of the budgetary impact of such change.

4. Equipment Requests -

One account (540) will be for new acquisitions. The other account (541) will be for replacement of equipment. If new equipment is requested, please include a rationale for the purchase of the specific item. If replacement, please indicate age and condition of the equipment to be replaced, disposal of existing equipment (trade-in for new, scrap, or use for replacement parts), and whether or not in your opinion we could operate the equipment without extensive repairs for one more year.

5. Field Trip Requests and Employee Travel -

If you plan a field trip, please state grade level, number of pupils, buses required, date (if known) etc. You should also back up any requests for employee travel with specific information. Total costs (travel, mileage, lodging, registration, meals, etc.) must be listed for each planned trip.

6. Teacher Aide Budget -

Your teacher aide budget should be developed from the total number of aide hours required by program and responsibility center. Appendix H is a sample of the type of form that must be submitted as part of your budget request for each program within each responsibility center requiring aides. Please compare your request for aides with the amount budgeted for the present year. Increases or decreases beyond a normal hourly wage increase, not accompanied by form B11 (new personnel), will be removed by the Business Office.

7. New Personnel - Because of the need to extensively justify new personnel, all requests for additional personnel should be turned in on a separate form. Additional personnel must be explained and justified thoroughly.

8. Maintenance Problems -

Please note that before any maintenance work is included in the budget, approval must be obtained from the principal, maintenance supervisor and superintendent. Only major repairs, renovations, etc. should be included on the maintenance request form. (See Appendix I).

G. ACCOUNT CODES (See Appendix)

1. Account Numbers (See Appendix A)

a. Coding

We suggest the use of the new object and function codes as listed in the Revised Handbook II.

b. Object Codes

The definition of "Object" codes as defined in Handbook II. "Object means the service or commodity obtained as the result of a specific expenditure." Seven major object categories are identified and described. They are: (1) Salaries, (2) Employee Benefits, (3) Purchased Services, (4) Supplies and Materials, (5) Capital Outlay, (6) Other Objectives, and (7) Transfers. These broad categories are subdivided to obtain more detailed information about objects of expenditures. Each program and sub-program within each responsibility center should be coded by objects.

c. Function Codes

"Function refers to the action a person takes or the purpose for which a thing exists or is used." Function includes the activities or actions which are performed to accomplish the objectives of our school system. The activities are classified into five broad areas or functions: Instruction, Supporting Services, Community Services, Non-programmed Charges, and Debt Services. Each of these program levels consists of activities which have somewhat the same general operational objectives. Further definitions of both object and function codes are available in the Handbook II. Categories of activities comprising each of these divisions and subdivisions are grouped according to the principle that the activities can be combined, compared, related, and be mutually exclusive. For example, subfunctions under the function of Instruction, include Regular Program, Special Programs, and Adult/Continuing Programs. Service area under the function Regular Programs are Elementary Programs, Middle/Junior Program, and High School Programs.

d. Cost Centers

1. Cost centers should be used as the major area of accountability. We feel that this classification has real value in giving each principal accountability for the finances and programs of his school.

2. If you are in charge of a cost center, it will be your responsibility to see that budget requests are sent into the Business Office for all programs, both continuing and new, under your jurisdiction.

e. Programs

Program costs are our major classification for presenting the budget to the appropriate officials. Budgets are more meaningful and easier to explain in program form because they are stated in terms of pupil-teacher programs and related to on-going school activities. They become output oriented in program form rather than input or resource oriented. Programs are related to final outcomes or what we want to see going on in the classroom. Only by combining various resources such as salaries, supplies, equipment, etc. can we offer these programs.

f. Account Number Breakdown

The account number code recommended contains 13 positions. The extensive size of this coding system may appear unnecessary, however every position is vital in terms of our reporting to (1) our administrators, (2) teachers, (3) board members, (4) state and federal agencies and (5) non-public groups.

XX	XX	XX	XXX	XXX	X
Cost Center	Program	Sub-Program	Object	Function	Division

APPENDIX A

COST CENTER

ORGANIZATION

CODE	INDIVIDUAL IN CHARGE	DESCRIPTION
1		Senior High Schocl
2		Middle School (Junior High School)
3		Elementary School "A"
4		Elementary School "B"
5		Elementary School "C"
6		Elementary School "D"
7		Elementary School "E"
8		Elementary School "F"
9		Instructional Material Center
10		Continuing Education
11		Central Administration
12		Maintenance & Custodial

PROGRAM CODES

1.	Instruction	01 - Adult Education 02 - Art 06 - Business Education 13 - Driver Education 26 - Home Economics 27 - Industrial Arts 29 - Music 32 - Language Arts 35 - Mathematics 38 - Modern Languages 44 - Science 45 - Social Studies 50 - Summer School 54 - Vocational Agriculture 56 - Work Experience 57 - Physical Education 58 - Communications
2.	Programs for Exceptional Children	16 - Emotionally Distrubed 21 - Gifted 36 - Mentally Handicapped 39 - Perceptually Handicapped 40 - Pre-School 41 - Psychological Examiners 42 - Physically Handicapped 46 - Social Work 47 - Special Education - General 48 - Speech & Hearing
3.	Instructional Support	03 - Audio-Visual - General 09 - Interscholastic Sports 11 - Curriculum Development 14 - Elementary - General 15 - Elementary Testing 19 - Fringe Benefits 22 - Guidance 24 - Health & Drug Education 25 - High School - General 33 - Intramurals 34 - Libraries 37 - Middle School - General 55 - Warehouse Supply

4.	Plant	05 - Building Maintenance 08 - Cleaning of Buildings 20 - Fuel 53 - Utilities
5.	Coordination	04 - Board of Education 07 - Business Office 10 - Continuing Education - General 12 - Data Processing 17 - Enumeration 43 - School Administration 51 - Superintendent's Office
6.	Other Services	18 - Food 23 - Health 28 - Insurance 52 - Transportation

SUB-PROGRAM CODES

05 Building Maintenance

01	Glass and Putty
02	Hardware
03	Boilers and Heating
04	Plumbing
05	Roofing
06	Electrical
07	State Curtains & Drapes
08	Floors - Sanding
09	Clocks - Repairs
10	Inter-Comm System
11	Alarm Systems
12	Masonry
13	Equipment Repairs
14	Grounds
20	Air Conditioning
21	Floors - Tile
22	Ceilings
23	Painting
24	Lumber
25	Firebrick
26	Leaders-Gutters-Downspouts
27	Small Tools
28	Window Covering
29	Refrigeration
30	Seal - Gym & Tile
31	Thermostats and Controls
32	Air Filters
33	Glides, Casters
34	Ventilators
35	Fire Extinguishers
36	Chemical Treatment - Boilers and Oil
37	Blackboard Resurfacing
38	TV Antenna Systems
39	Cabinets and Counters
45	Misc. - Buildings and Grounds
50	Labor - Maintenance Dept.

09 Competitive Athletics

01	Football
02	Soccer
03	Cross Country
04	Basketball - Boys
05	Hockey
06	Rifle
07	Wrestling
08	Baseball
09	Track
10	Tennis - Boys
11	Golf
12	Cheerleaders
14	General (Senior High School)
15	General (Middle School/Junior High School)
50	Volleyball
51	Badminton
52	Gymnastics
53	Softball
54	Tennis - Girls
57	Basketball - Girls

11 Curriculum Development

01	Language Arts
02	Mathematics
03	Science
04	Social Studies
05	Art
06	Modern Language
07	Perceptually Handicapped
08	Kindergarten

20 Fuel

#4 Oil	
01	Elementary School "A"
02	Elementary School "B"
03	Elementary School "C"
04	Elementary School "D"
05	Elementary School "E"
06	Elementary School "F"
07	Middle School (Junior High School)
10	Senior High School
11	Central Office

#2 Oil	Gas
20	30
21	
23	
24	

32 Language Arts

01 Reading K-5
02 English K-12

33 Intramurals

01 Elementary - K-6
02 Secondary - 7-12

36 Mentally Handicapped

01 Trainable Mentally Retarded (TMR)
02 Educable Mentally Retarded (EMR)
03 Severely and Profoundly Retarded (SPMR)

39 Perceptually Handicapped

01 Regular PH Program
02 Work Study - Handicapped

53 Utilities

Water & Sewerage

01
02
03
04
05

Electricity

20
21
22
23
24

Telephone

40
41
42
43
44

Gas

60
61
62
63
64

57 Physical Education

01 Elementary K-6
02 Secondary 7-12

OBJECT CODES

100 - Salaries

- 110 - Regular Salaries
  - 111 - General Control
  - 112 - Principals and Supervisors
  - 113 - Classroom Teachers
  - 114 - Special Education Personnel
  - 115 - Librarians
  - 116 - Secretaries
  - 117 - Health
  - 118 - Custodial and Maintenance
  - 119 - Other
- 120 - Temporary Salaries
  - 121 - Teacher Aides
  - 122 - Substitutes - Teaching
  - 123 - Tutors
  - 124 - Adult Education
  - 125 - Summer School
  - 126 - Curriculum Development
  - 127 - Clerical
  - 128 - Custodial and Maintenance
  - 129 - Other
- 130 - Overtime Salaries
  - 131 - Clerical
  - 132 - Custodial and Maintenance
  - 133 - All other

200 - Employee Benefits

- 210 - Severance Pay
  - 211 - Teachers - High School
  - 212 - Teachers - Middle School
  - 213 - Teachers - Elementary
  - 214 - Teachers - All other
  - 215 - Administrators
  - 216 - Secretaries
  - 217 - Health
  - 218 - Custodial and Maintenance
  - 219 - Other Personnel
- 220 - Sabattical Leave
- 230 - Insurance
  - 231 - Blue Cross
  - 232 - CMS
  - 233 - Major Medical
  - 234 - Life Insurance
  - 235 - Social Security
  - 236 - Workmen's Compensation
  - 237 - Unemployment Compensation
  - 238 - Medicare
  - 239 - Other Insurance

300 - Purchased Services

- 310 - Professional and Technical Services
  - 311 - Instructional Services
  - 312 - Instr. Program Improvement Services
  - 313 - Pupil Services
  - 314 - Staff Services
  - 315 - Management Services
  - 316 - Data Processing Services
  - 317 - Statistical Services
  - 318 - Board of Education Services
  - 319 - Other Professional and Technical Services
- 320 - Property Services
  - 321 - Public Utilities Services
  - 322 - Cleaning Services
  - 323 - Repairs and Maintenance Services
  - 324 - Property Insurance
  - 325 - Rentals
  - 329 - Other Property Services
- 330 - Transportation Services
  - 331 - Contract Regular Buses
  - 332 - Contract Station Wagons
  - 333 - Contract Field Trips
  - 334 - Contract Double Sessions
  - 335 - Contract Extra Mileage - Buses
  - 336 - Contract Extra Mileage - Wagons
  - 337 - Contract Reimb. to Private Individuals
  - 338 - Employee Travel
  - 339 - Other Transportation Services
- 340 - Communication
- 350 - Advertising
- 360 - Printing and Binding
- 370 - Tuition
- 390 - Other Purchased Services

400 - Supplies and Materials

- 410 - Supplies
  - 411 - Teaching Supplies
  - 412 - Audio-Visual Supplies
  - 413 - Office Supplies
  - 414 - Health Supplies
  - 415 - Custodial and Maintenance
  - 416 - Heat
  - 419 - Other Supplies
- 420 - Textbooks
- 430 - Library Books
- 440 - Periodicals
- 450 - Warehouse
- 490 - Other Supplies and Materials

500 - Capital Outlay

- 510 - Land
- 520 - Buildings
- 530 - Improvements Other Than Buildings
- 540 - Equipment - New
- 541 - Equipment - Replacement
- 550 - Vehicles
- 560 - Library Books
- 590 - Other Capital Outlay

600 - Other Objects

- 640 - Dues and Fees
- 650 - Insurance and Judgements
  - 651 - Liability Insurance
  - 652 - Fidelity Bond Premiums
  - 653 - Judgements Against the Local Schools
  - 654 - Other Insurance

700 - Transfers

- 720 - Transits
- 790 - Other Transfers

FUNCTION CODES

Code Number	Description
100	Instruction
110	Regular Programs
111	Elementary Programs
112	Middle/Junior High Programs
113	High School Programs
119	Other Regular Programs
120	Special Programs
121	Programs for Gifted & Talented
122	Programs for Mentally Retarded
123	Programs for Physically Handicapped
124	Programs for Emotionally Disturbed
125	Programs for Culturally Different
126	Programs for Pupils with Learning Disabilities
129	Other Special Programs
130	Adult/Continuing Education Programs
131	Adult Basic Education Program
132	Advanced Adult Education Programs
133	Occupational Programs
134	Upgrading in Current Occupation Programs
135	Retraining for New Occupation Programs
136	Special Interest Programs
137	Life Enrichment Programs
139	Other Adult/Continuing Education Programs
140	Free Summer School
200	Supporting Services
210	Support Services - Pupils
211	Attendance & Social Work Services
212	Guidance Services
213	Health Services
214	Psychological Services
215	Speech Pathology & Audiology Services
220	Support Services - Instructional Staff
221	Improvement of Instruction Services
222	Educational Media Services
230	Support Services - General Administration
231	Board of Education Services
232	Executive Administration Services

Code Number	Description
240	Support Services - School Admin.
241	Office of The Principal Services
249	Other Support Serv. - School Admin.
250	Support Services - Business
251	Direction of Business Support Services
252	Fiscal Services
253	Facilities Acquisition and Construction Serv.
254	Operation & Maintenance of Plant Services
255	Pupil Transportation Services - Reimbursable
256	Food Services
257	Internal Services
258	Non-Reimbursable Transportation
259	Other Support Services - Business
260	Support Services - Central
261	Direction of Central Support Services
262	Planning, Research, Development, and Evaluation Services
263	Information Services
264	Staff Services
265	Statistical Services
266	Data Processing Services
269	Other Supporting Services - Central
290	Other Supporting Services
291	Student Body Activities
300	Community Services
310	Direction of Community Services
320	Community Recreation Services
330	Civic Services
340	Public Library Services
350	Custody and Care of Children Services
360	Welfare Activities Services
380	Non-Public School Pupils Services
390	Other Community Services
400	Non-Programmed Charges
410	Payments to Other Governmental Units (Within the State)
411	Tuition Payments to other School Dist.
413	Tuition Payments to Non-Public Schools
420	Payments to Other Governmental Units (Outside the State)
430	Transfer of Funds
500	Debt Services

DIVISION CODE

CODE	DESCRIPTION
1	Senior High School
2	Middle School (Junior High School)
3	Elementary Schools
4	Special Education
5	Adult Education
6	All Schools : Pro-rate

APPENDIX B

DECISION PACKAGE - PROGRAM STATEMENT

1. PROGRAM	3. SUB-PROGRAM	5. PREPARED BY	6. BUDGET YR.	7. DATE
2. CODE	4. CODE			

8. PROGRAM DESCRIPTION (CONTENTS - SUB-DIVISIONS)

8A. NO. OF PUPILS SERVED CURRENT YR. _____ NO.

8B. NO. OF PUPILS SERVED NEXT BUDGET YR. _____ No.

9. PROGRAM GOALS AND OBJECTVES

10. EVALUATION CRITERIA (Appropriate Units of Measurement Of Success Of Program)

11. CITE LEGAL BASIS FOR OPERATION OF PROGRAM IN PUBLIC SCHOOLS (IF KNOWN) AND/OR SIDE REGULATIONS

12. List Alternative Methods of Meeting Program Objectives Which Were Considered	13. List Critical Operational Linkage With Other Programs If Any

14. Current Resources Allocated

	Current Budget*	Employees	
		FT	PT (State As FTE)
Salaries			
Non-Salaried Items			
Total			

* As Of Nov. 1st Include Transfers To Date

(Prepare In Duplicate - Original To Superintendent, Duplicate - Program Manager)

BPA-1

EMS

1. LEVEL _____ OF 3
fill in

APPENDIX C

DECISION PACKAGE - LEVEL ANALYSIS

2. PROGRAM	4. SUB-PROGRAM	6. PREPARED BY	7. BUDGET YEAR	8. DATE
3. CODE	5. CODE			

9. SHORT DESCRIPTIVE TITLE OF THIS FUNDING LEVEL

10. HOW DOES THIS LEVEL DIFFER FROM YOUR CURRENT LEVEL (Resource Availability - Personnel, Material, Equipment)

11. If This Is A Higher Level Than Current, What Benefits May Be Expected In Your Program Offering If Same As Current, Will There Be Any Reallocation Of Resources To Improve Program Offerings. If Less Than Current (Priority Level Budget), What Consequences (If Any) Will A Reduced Allocation Have On Your Program Goals And Objectives.

12. Resources Required This Level And Cumulative (Levels 1-3)

Account Description	This Level	Cumulative
Salaries - Certified		
Salaries - Non-Certified		
Repairs & Maint.		
Field Trips		
Employee Travel		
Teaching Supplies		
A-V Supplies		
Books		
Library Books		
Periodicals		
Other Expenses - Pls. Specify		
Adj. - New		
- Replacement		
Total		

Employees

Desc.	This Level Number FT	This Level Number PT*	Cumulative Number FT	Cumulative Number PT*
Certified				
Non-Certified				
Total				

* State In Terms Of FTE (Full Time Equivalents)

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ZBB-2 (9/25/78)

EMS

APPENDIX D

ZBB RANKING SYSTEM

BY _____ _____

Name Title

BUDGET YEAR _____ DATE _____

Rank	Program Decision Pkg. And/Or Sub-Program	Service Level	Adj. To Service Level	Cost	Cumulative Cost
1	Language Arts	1*	- 5,000	1,900,000	1,900,000
2	Math	1*	+ 1,800	792,000	2,692,000
3	Science	1*		550,000	3,242,000
4	Social Studies	1*	+15,000	720,000	3,962,000
5	School Administration	1		360,000	4,322,000
↓	Building Main.	2*		190,000	4,512,000
↓	Mentally Hand.	2*		305,000	4,817,000
↓	Perc. Hand.	2*		140,000	4,957,000
↓	Etc.			4,943,000	9,900,000
38	Language Arts	2		155,000	10,055,000
39	Math	2		82,000	10,137,000
40	Science	2		62,000	10,199,000
41	Music	1		182,000	10,381,000
42	Audio-Visual	1		45,000	10,426,000
43	Social Studies	2		79,000	10,505,000
44	Perc. Hand.	3		9,200	10,514,200
45	Health Services	1		79,000	10,593,200
Gray Area					
" 46	Interscholastic Sports	1		85,000	10,678,200
" 47	Work Experience	1		25,500	10,703,700
" 48	Intramurals	1		13,500	10,717,200
" 49	Gifted	1		24,800	10,742,000
" 50	Language Arts	3	- 1,000	23,000	10,765,000
" 51	Math	3		64,000	10,829,000
" 52	Art	1		162,000	10,991,000
" 53	Guidance	1		201,000	11,192,000
" 54	Curriculum Dev.	1		6,200	11,198,200

Funding Cut Off Point Total 11,198,200

* Minimum Level of Service Legal Citations

The above represents a theoretical ranking by a Superintendent of Schools. Priorities may be restructured or funding levels may be increased or decreased. The advantage to this ranking is a predetermined mix of programs and service levels within these programs that will be offered at various levels of funding.

Page _____ of ____

BASIC REQUEST FORM

SCHOOL: _____ GRADE: _____

YEAR: _____ ENROLLMENT: _____

TEACHER(S) _____ PROGRAM: _____

PRIORITIES:

* LEVEL 1 $_____

LEVEL 2 $_____

LEVEL 3 $_____

TOTAL $_____

* SEE BUDGET INSTRUCTIONS FOR A COMPLETE EXPLANATION

Priority Level Number	Account Number	Item Description With Title	Supplier (with cat. pg. no.)	Catalog Number	QUANTITY On Hand	QUANTITY Req.	Unit Cost	Total Cost

APPENDIX E

~~Rev. 5 (10/15/79)~~ Prepare In Duplicate - Original To Program Manager - Copy to Teacher, Dept. Head, Etc.

APPENDIX F

BUILDING PROGRAMS
SUMMARY BY GRADE OR PROGRAM

School:_____ Program:_____
Year:_____
Principal:_____
Date:_____

GRADE SUBJECT	TEACHER	PROJ. ENROLL.	PRIORITY LEVEL 1	PRIORITY LEVEL 2	PRIORITY LEVEL 3	TOTAL

APPENDIX G

PROGRAM CHANGE PROPOSAL

Program Change Proposal	Page 1 of 2
Program Title	Program Code

Type of Program Change

- ☐ New Program
- ☐ Change in Existing Program
- ☐ Explanation of Existing Program
- ☐ Deletion Within Existing Program

Target Group

Description of Change

Rational for Change

Predicted Achievement as a Result of Change

Number of Students Affected and Grade Level

Evaluation Procedures

Impact on Space and Facilities

Impact on Student's Time

Implementation Schedule

Responsibility for Change

Development Approval Accomplishment

APPENDIX H

SCHOOL YEAR 19__ - 19__

TEACHER AIDE REQUEST FORM

	Description	Code
Responsibility Center:		
Program:		
Function:		
Sub-Program:		

TYPE OF AIDES REQUESTED [a]	BUDGET 197_ - 7_	AMOUNT REQUESTED 197_ - 8	AMOUNT OF INCREASE OR DECREASE

RATIONALE FOR REQUEST

Type of Aides [a]	No. of Aides Requested 197_ - 8	Annual Hours Requested	Hourly Rate	Total Request

REASON FOR INCREASE OR DECREASE IF OTHER THAN HOURLY RATE CHANGE (Ex: Additional Hours or New Personnel. Please send in a New Personnel Request Form.)

Type of Aide [a]	Rationale

a. Code 1 = Service (Playground or Cafeteria Aides)
2 = Classroom Aides
3 = Special Education Classroom Aides

APPROVAL

DATE: _____ _____
Program Coordinator

DATE: _____ _____
Responsibility Head

Prepare in Triplicate - One copy return to Business Office, one copy to Program Coordinator, one copy to Responsibility Head.

DATE _____

APPENDIX I

MAINTENANCE REQUEST

Responsibility Center Maint. & Custodial Program Building Maintenace

Responsibility Center Code 14 Program Code 05

Physical Locations _____ Principal _____

ACCOUNT# NUMBER	DESCRIPTION OF WORK TO BE BUDGETED	ESTIMATED COST	APPROVAL-INITIALS Princ	Main. Supv.	Sup't of Sch.	FINAL APPROVAL Bd. of Ed.
* (Indicate in this column if work is to be Sub-Contracted (323) Contr. Serv. or done by our Maint Staff (490) Parts & Materials only.)						